

Using Teacher Working Conditions Survey Data in the North Carolina Educator Evaluation Process



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About this Guide

This Evaluation Guide references the results from the 2010 North Carolina Teacher Working Conditions Survey (NCTWC) available online at www.ncteachingconditions.org. The guide is meant for educators within a school to efficiently and effectively utilize the NCTWC Survey data as part of the Educator Evaluation Processes. A recommended artifact across standards for principals and superintendents, the guide is a tool to assist in self reflection and individual goal setting.

This is one of four guides created by the NTC to ensure that the NCTWC Survey data is used to analyze and improve teaching and learning conditions in schools across North Carolina.

- *A Parent Guide for School Improvement:* This brief, targeted toward parents and the community at large, discusses the importance of working conditions, where to access data, and how to become more involved as an advocate for educators.
- *An Activity Guide for North Carolina School District Leaders:* This guide helps district personnel assess the disparity in working conditions in schools across a single district, reflect on reasons for those differences, and devise concrete steps for developing district strategies for cross-school improvement.
- *2010 TWC Tools for Schools:* These documents include a facilitator guide, handouts and conversation prompts to help School Improvement Teams and other groups of educators within a school identify and improve working conditions.

Who Should Use This Guide

The Educator Evaluation Process is based on the state's Framework for 21st Century Learning and the North Carolina Professional Teaching Standards. As stated in the Process guide for the Principal Evaluation Process by McREL and the North Carolina Professional Teaching Standards Commission (NCPTSC), "The instruments are designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs." We hope this guide will help ensure that Teacher, Principal and Superintendent Processes are implemented in this spirit, as a formative tool to identify areas of growth and improvement in school leadership and teacher effectiveness.

In providing guidance in using the survey data and cross-walking state standards to survey items, there is important information in this guide for different audiences within the education community.

- Superintendents should use this guide in filling out the rubric/self assessment form in preparation for their evaluation with their local school board. The survey data is a suggested artifact in four out of the seven standards and has data from the main survey and principal specific items that can inform improvement strategies. Additionally, the cross-walk in the principal section can help superintendents better use the survey to assess principals' leadership strengths, provide constructive feedback and develop improvement goals.
- Principals should use this guide in filling out the rubric/self assessment form in preparation for the summary evaluation conference with their superintendent and/or supervisor. NCTWC Survey data is a suggested artifact for all standards and this guide will help principals identify the questions in the survey that address each element and standard. Further principals can use the guide as they consider teacher evaluation and the types of reforms that may be necessary for teacher growth plans to be effective.
- Teachers can use the guide to reflect on the context in which they work and how it influences their individual performance. In particular, the first of the Professional Teaching Standards on being a leader in the classroom, school and profession is highly dependent on leadership opportunities and support structures within the school.
- Stakeholders in North Carolina and other states who want to learn how to use teacher survey data as part of an evaluation process in an authentic and meaningful way. Educator surveys of working conditions are explicitly listed by the U.S. Department of Education as a suggested measure of an effective principal in the Race to the Top competitive grant process. Additionally the Department's Elementary and Secondary Education Act Reauthorization

Blueprint calls for all states and/or districts to survey teachers on the support they receive and their working conditions. As this type of survey data becomes more common, using it appropriately and constructively will become even more important in North Carolina and across the nation.

States are replicating the NCTWC—the New Teacher Center has received more than 415,000 surveys and provided almost 11,000 school reports across ten states over the past three years—given the litany of research conducted in North Carolina that demonstrates how critical working conditions are to student and educator success.

- Analyses from 2004-2008 (available at www.ncteachingconditions.org) have found that students are achieving at higher levels in schools where educators report they have positive working conditions.
- Teachers are more likely to remain working in schools with positive conditions, particularly in the area of school leadership and facilities and resources.
- There are differences in perceptions of conditions amongst educators within the school, particularly between principals and teachers, necessitating more systematic data to help drive conversations that get those perspectives out in the open so that issues can be identified and improvements can be made.

The North Carolina Educator Evaluation Process helps to ensure that educators utilize the NCTWC Survey results at the individual, school and district level and holds school and district leaders responsible for facilitating the data driven dialogue that leads to improved working conditions (see *Improving Teacher Working Conditions: Lessons from North Carolina Schools* under the 2010 research section of the website). The survey provides superintendents, principals and teachers with critical data to reflect on their role in contributing toward and improving the working conditions in their school.

Using NCTWC Data as Part of the Educator Evaluation Process

The North Carolina Teacher Working Conditions Survey provides data to schools, districts, and the state about whether educators have the supportive school environments necessary for them to remain working and be successful with students. In 2010, 105,688 educators (89 percent) across the state shared their perceptions and data is now available for every school district and virtually all schools within the state. This unique data represents the perceptions of those who understand these conditions best—the educators who experience them every day. But assessing teaching conditions is not like looking at other more neutral and quantifiable data points like student test scores, class size, etc. Getting honest, authentic input and dialogue, especially in schools where the basic building blocks of positive conditions—trust, time and leadership—are not in place can be challenging.

The information in the NCTWC Survey provides invaluable information about whether teachers are working in schools that provide them the supportive environments they need to be effective. The results should be a critical data point in dialogues about school improvement and could be used as one of multiple indicators within a well designed evaluation system to monitor individual and school progress on achieving goals informed by the survey. It is difficult to use anonymous, perceptual survey data about school conditions in ways that are appropriate. The following guidelines are intended to help school and district leaders consider how to best integrate the NCTWC Survey into the Educator Evaluation Process.

The information in the NCTWC Survey provides invaluable information about whether teachers are working in schools that provide them the supportive environments they need to be effective.

Teaching conditions are not about any one individual and it will take a community effort to improve

The principal holds a unique and important place within the school community and can have a significant impact on the professional culture in which teachers work. However, many aspects of teaching conditions are beyond the principal's control. Broader social trends, federal, state and district policies all impact how educators view and operate within their school and classroom. Conditions are about schools, not about individuals. No one person should be viewed as responsible for creating or reforming school culture alone. The NCTWC Survey does not ask a single question about the principal. Rather, questions are asked about school leadership, defined on the survey as an individual, group or team that makes decisions about the school. Responses to questions about leadership hinge on the actions of principals, school-based administrators, teacher leaders and others engaged in decision making across the school.

Using the survey as a means of evaluating principals (or superintendents or teachers) should be less about the results—which are about schools—and more about how they are used to develop goals for principals' role in school improvement. In assessing the data, superintendents and/or principal supervisors should assess whether:

- Principals have initiated and supported data driven conversations about teaching conditions in their school.
- Principals have worked with the faculty to identify school improvement strategies that become part of the School Improvement Plan.
- Principals have created an individual growth plan which is specific about their role in addressing conditions and making the school improvement strategy successful. Principals should then be evaluated on their progress toward the goal, not on increased response on the survey. Goals should be set, key activities to achieve that goal outlined, measurable outcomes described, and a timeline for completion established (a form is included on page 33 of the Principal Evaluation Process handbook).

These questions and responses are a starting point, not an ending point for understanding what is important to teachers for them to do their best work, and what a principal's role may be in facilitating that effort. Principals should be reflective of their individual role in contributing toward current working conditions and how changes in their leadership styles and activities may yield changes across the school.

The data should be used as an indicator to assess progress toward achieving goals, not as a goal in and of itself

While the NCTWC Survey has been shown to be a valid and reliable instrument in assessing the presence of teaching conditions that research has demonstrated are important to student success and teacher retention, results should not be used as goals or benchmarks. For example, setting a school goal of improving 10 percent on any question or survey area, or standardizing growth results and requiring that a school have at least “average” growth relative to other schools, would not be an appropriate improvement goal as:

- Changes in response rates within the school—for example, moving from a 60 percent response rate to an 80 percent response rate as more of the faculty become comfortable participating in the survey—may account for more positive or negative results over time.
- Given teacher turnover, small changes in the composition of the faculty could result in significant improvements in NCTWC Survey data without actual improvements in teaching conditions. A few teachers retiring can influence results depending on school size.
- In smaller schools, one or two respondents being more positive or negative can have a large impact on results. In a small elementary school, for example, one or two teachers moving from a “2” to a “3” on an item could result in a 10 percent change in agreement that a condition is present.

Principals should be reflective of their individual role in contributing toward current working conditions.

- Research shows that broader social trends, media coverage, respect for the profession, local and state policies, etc. can all influence teachers' perceptions of their conditions and ultimately their motivation and efficacy as educators. Perceptions are shaped by a host of factors that are not directly attributable to the policies and practices in place in the school.
- The results can be manipulated and teachers may feel pressured to be less than forthright on the survey if they know high stakes decisions on the results (either positive or negative) are being made.

Instead, the data should be used to identify conditions in a school that are lacking (as well as to acknowledge positive conditions). Discrete strategies should be created and incorporated into the School Improvement Plan. Schools then should be assessed on their progress toward achieving these goals with schools leaders evaluated on their individual contribution toward implementing those strategies. The survey is one indicator, but not the only means of demonstrating progress across the seven principal and superintendent standards.

For teachers, the NCTWC Survey is an important contextual factor to consider in assessing their own effectiveness and results. Understanding educators' perceptions of time, support, autonomy, etc. can help teachers identify catalysts and constraints toward improving their practice. Individual growth plans that rely on professional supports that are deemed lacking by the faculty or plans for improvement that rely on new materials and technology that is not forthcoming are not likely to be successful.

For teachers, the NCTWC Survey is an important contextual factor to consider in assessing their own effectiveness and results.

Superintendents in considering district performance can use the school level data to better understand where there are consistent problems across schools that may merit reforms in district policies and practices and individual schools that are struggling to create the supportive, trusting climates necessary for educators to do their best work.

Perceptual data are real data, but multiple data artifacts should be used to set and measure goals

While the survey results are perceptual data from educators about the presence of important teaching conditions, it does not mean it is not "valid" or as important as other data sources. Educator perceptions of the culture and context of their school have been linked in a number of studies to student learning, future employment plans, efficacy and motivation. Analyzing and using this information to improve schools is critical and needs to be a part of reform efforts at the school, district and state levels. Educators' perceptions are their reality. However, other data should be used to triangulate these findings and provide a better understanding of these perceptions such as instructional expenditures, proportion of teachers working out of field, teacher/pupil ratio, teaching assignments, curricular support, assessments and accountability, parent and community support, etc.

Focus on what can be solved

Many issues that shape teaching conditions within a school or district are outside of their control, such as federal and state assessment policies, funding, etc. School improvement planning should focus on areas that can be addressed by the school community. District barriers to school-based solutions should be identified and constructive conversations across schools could occur locally.

Other influences such as federal and state policy, broader social and community context, are areas for the school to think about in concert with others. A plan with solutions that cannot be reached through the efforts of the school community is not likely to be successful.

Therefore, in setting individual performance goals as part of the Principal or Superintendent Evaluation Process, goals should be targeted, attainable and outcomes should be linked to specific actions and behaviors.

Solutions can be complex and long-term

Working conditions are cumulative and engrained. It took many years and faculty members to create them and it may take a similar amount of time to reform them. Some solutions may be inexpensive and simple to address, like having a more consistent means of communicating amongst the faculty, while others are resource intensive (class size reduction, integration of technology) or long range (building trust, creating authentic Professional Learning Communities). A school improvement plan and individual goals for principals and superintendents must pay attention both to short and long term issues to successfully improve the school environment.

Identify and celebrate positives as well as considering areas for improvement

Educators have tremendous pride in the work they do and all want to work in a school that allows them to do their best work. All schools have successes to draw upon as they assess and improve their context. Ensuring that positives are acknowledged and celebrated, while issues are identified and addressed, is an important part of moving forward. In using the NCTWC Survey, the data should be used not just to find deficiencies and areas for improvement, but for accolades and successes to build upon. Many of the goals and strategies for improving working conditions issues might be found in unpacking what's working elsewhere. For example, while the faculty may not agree that student conduct policies are implemented consistently by administrators, they might agree that school leadership supports them that they can raise issues.

Working conditions are cumulative and engrained. It took many years and faculty members to create them and it may take a similar amount of time to reform them.

Utilizing the 2010 NC Teacher Working Conditions Survey Results as an Artifact in the NC Principal Evaluation Process

The Principal Evaluation Process, approved by the NC State Board of Education in May 2008, serves as a guide for North Carolina principals as they reflect upon and improve their effectiveness as school leaders. A continuum for each standard and element has been created that helps principals understand the standards and consider their level of performance. For each of the standards and elements, data artifacts are suggested to assess performance. For each of the seven standards, the NCTWC Survey is a suggested data artifact (for a copy of the standards and evaluation handbook go to www.ncptsc.org).

The New Teacher Center cross-walked the 2010 NCTWC Survey with each of the principal standards and elements to facilitate effective and efficient use of the data. Questions across all sections of the survey were analyzed for their relevance in assessing whether standards have been met. *While all questions listed can help inform self-reflection, dialogue and creating individual, school and district goals to monitor as part of the evaluation process, those that are bolded are items that are the most central to the element of the standard.*

Principals will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st century.

NCTWC Survey data for all 2,532 traditional public schools in North Carolina can be found at www.ncteachingconditions.org along with this guide, research, and other tools for utilizing the NCTWC Survey data in school and district improvement conversations. Question numbers listed pertain to the question numbers listed on each school's 2010 NCTWC Survey results. Note that item numbers have changed across surveys and this cross-walk is only to be used with the 2010 instrument.

Standard 1: Strategic Leadership

Principals will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

Table 1. Standard 1: Strategic Leadership

Elements of Principal Standard 1	2010 TWC Survey Questions Relevant to Standard
a. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.	2.2k, 4.1b, 4.1c, 6.1f, 6.2h, 7.1a, 7.1e, 9.1c
b. Leading Change: The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.	4.1b, 4.1c, 4.1d, 6.1c, 6.1e, 6.2h 7.1f, 7.1j, 9.1c
c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.	6.1c, 6.1d, 6.1e, 6.1f, 6.2h, 6.5, 6.6, 7.1f, 7.1j, 8.1d
d. Distributive Leadership: The school principal creates and utilizes processes to distribute leadership and decision-making throughout the school.	4.1a, 4.1c, 4.1d, 4.1f, 6.1c, 6.1d, 6.1e, 6.1f, 6.1g, 6.2a-h, 6.5, 7.1j, 7.3e, 9.1h

Standard 2: Instructional Leadership

Principals set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

Table 2. Standard 2: Instructional Leadership

Elements of Principal Standard 2	2010 TWC Survey Questions Relevant to Standard
a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.	2.1b, 2.2b, 2.2h, 2.2k, 3.1a, 3.1b, 3.1i, 6.1b, 7.1e, 7.1f, 7.1h, 7.3h, 8.1f, 8.1j, 9.1a, 9.1b, 9.1c, 9.1d, 9.1e
b. Focus on Instructional Time: The principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.	2.1a, 2.1b, 2.1c, 2.1d, 2.1e, 2.1f, 2.1g, 2.2a-k, 2.3, 6.1e, 7.3c, 8.1b, 9.1d

Standard 3: Cultural Leadership

Principals will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. Principals must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to "re-culture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

Table 3. Standard 3: Cultural Leadership

Elements of Principal Standard 3	2010 TWC Survey Questions Relevant to Standard
a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.	2.1b, 2.2b, 3.1h, 4.1a, 4.1c, 6.1a, 6.1b, 6.1c, 6.1e, 6.1f, 7.1b, 7.1j, 7.3a, 7.3c, 7.3e, 7.3h, 8.1j, 9.1d
b. School Culture and Identity: The principal develops and uses shared vision, values and goals to define the identity and culture of the school.	5.1a, 5.1b, 6.5, 7.1a, 7.1b
c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.	5.1e, 6.1d, 7.1k, 7.1g, 7.1h, 7.1i
d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.	3.1h, 4.1a, 4.1b, 4.1c, 4.1e, 5.1g, 6.1a, 6.1b, 6.1e, 6.1g, 6.2, 6.5, 7.1b, 7.1c, 7.1d, 9.1d, 9.1e, 9.1g, 9.1h

Standard 4: Human Resource Leadership

Principals will ensure that the school is a professional learning community. Principals will ensure that process and systems are in place which result in recruitment, induction, support, evaluation, development and retention of high performing staff. The school executives must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Table 4. Standard 4: Human Resource Leadership

Elements of Principal Standard 4	2010 TWC Survey Questions Relevant to Standard
a. Professional Development/Learning Communities: The principal ensures that the school is a professional learning community.	2.1b, 2.1d, 2.2a, 2.2b, 2.2h, 2.2k, 3.1g, 6.1a, 6.1b, 6.1c, 6.1e, 6.2a, 6.2b, 6.2c, 6.2d, 7.1b, 7.1e, 7.1f, 7.1h, 7.3, 8.1b, 8.1c, 8.1d, 8.1e, 8.1l, 8.1m, 8.3 9.1d, 9.1e
b. Recruiting, Hiring, Placing and Mentoring of staff: The principal establishes processes and systems in order to ensure a high-quality, high-performing staff.	2.1b, 2.2b, 6.1d, 6.2g, 7.1g, 7.1h, 7.1i, 7.3d, 7.3i, 8.1j, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7
c. Teacher and Staff Evaluation: The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.	7.1e, 7.1f, 7.1g, 7.1h, 7.1i, 8.1c, 8.1d, 8.1e

Standard 5: Managerial Leadership

Principals will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

Table 5. Standard 5: Managerial Leadership

Elements of Principal Standard 5	2010 TWC Survey Questions Relevant to Standard
a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.	3.1a, 3.1b, 3.1c, 3.1d, 3.1e, 6.2f, 7.1j
b. Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.	5.1d, 5.1e, 5.1f, 6.1e, 6.1f, 7.1b, 7.1c, 7.1d, 7.3
c. Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.	2.2f, 4.1b, 4.1d, 4.1e, 5.1a, 7.1j, 7.3f
d. School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.	4.1b, 5.1a, 5.1b, 5.1c, 5.1d, 5.1e, 5.1f, 6.1f, 6.2e, 7.1e, 7.1j, 7.3g

Standard 6: External Development Leadership

A principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

Table 6. Standard 6: External Development Leadership

Elements of Principal Standard 6	2010 TWC Survey Questions Relevant to Standard
a. Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.	2.2f, 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g, 4.1h , 5.1a, 7.3f ,
b. Federal, State and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.	2.2i, 2.2j, 9.1a

Standard 7: Micro-political Leadership

Principals will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school's vision for success. The executive will also creatively employ an awareness of staff's professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

Table 7. Standard 7: Micro-political Leadership

Elements of Principal Standard 7	2010 TWC Survey Questions Relevant to Standard
School Executive Micro-political Leadership: The principal develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.	3.1h, 5.1c, 5.1e, 5.1g, 6.1a, 6.1b, 6.1c, 6.1e , 6.1f, 6.2, 6.5, 7.1a, 7.1b , 7.1c, 7.1d, 7.1j, 7.3, 8.1j, 9.1d, 9.1f, 9.1h

Using the North Carolina Teacher Working Conditions Survey Data in the Superintendent Evaluation

The North Carolina Superintendents Evaluation Process was piloted in the 2009-10 school year, and pending State Board approval, will be implemented fully in 2010-11. Similar to the other newly implemented educator evaluation systems, the Superintendent Evaluation Process is intended to be formative, guiding district leaders as they reflect upon and improve their effectiveness and informing further professional growth. The evaluation is not intended to be a portfolio, but a process for self-assessment, goal setting, professional development planning and demonstration of performance on specific standards and elements.

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As the superintendent leads the evaluation process through gathering input and data, the NCTWC Survey is an important data artifact. The Survey is listed as a suggested data artifact for four of the seven North Carolina Superintendent Standards. But, while the survey is not listed as a data artifact in standards one, six and seven, but as can be seen, several questions are relevant to help superintendents self-reflect and school board members consider how educators in the district perceive critical aspects of strategic leadership, external development leadership and micro-political leadership.

The New Teacher Center cross-walked the 2010 NCTWC Survey with each of the Superintendent Standards and Elements to facilitate effective and efficient use of the data. Questions across all sections of the survey were assessed for their relevance in assessing whether standards have been met according to educators within the district. *While all questions listed can help inform self-reflection, dialogue and creating individual, school and district goals to monitor as part of the evaluation process, those that are bolded are items that are the most central to the element of the standard.*

Questions listed in red are items asked only of principals about district supports and are not included at the school or district level at www.ncteachingconditions.org in order to protect the anonymity of the 2,100 responding school principals. District results are available to superintendents and school board chairs upon request if at least 40 percent and a minimum of five principals participated. To attain a report for your district contact the North Carolina Professional Teaching Standards Commission at www.ncptsc.org or by phone at 919-807-8424.

Additional information about the Superintendent Evaluation Process, including required steps, forms, etc. can be found at www.ncptsc.org.

Standard 1: Strategic Leadership

Superintendents create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

Table 8. Standard 1: Strategic Leadership

Elements of Superintendent Standard 1	2010 TWC Survey Questions Relevant to Standard
a. District Strategic Plan: The district's identify (its vision, mission, values, beliefs and goals) is derived from the process used to establish these attributes, and the ways they are embodied in the life of the community.	6.3m, 6.3n , 6.4a, 7.1a , 7.2b 7.2a, 7.2b, 7.2f
b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.	3.2d , 6.3m, 6.3n, 6.4c, 6.4d, 7.2b , 7.2c, 7.2f
c. Distributive Leadership: The superintendent creates and utilizes processes to distribute leadership and decision-making throughout the district.	4.1a, 6.1g, 6.5, 2.4d, 2.6d, 6.3m, 6.3n, 6.4a , 6.4b, 6.4c, 6.4d , 6.4e , 7.2a

Standard 2: Instructional Leadership

Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Table 9. Standard 2: Instructional Leadership

Elements of Superintendent Standard 2	2010 TWC Survey Questions Relevant to Standard
a. Focus on Learning and Teaching: Curriculum, Instruction and Assessment: The superintendent leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.	2.1f , 2.2k , 2.4b, 2.4d, 3.1a, 3.1b, 3.1i, 3.2d , 3.2f, 7.1h, 7.1k , 7.2c, 7.2g, 7.3h, 8.1h, 8.1m, 8.4c, 8.4f, 9.1c , 9.1e

Standard 3: Cultural Leadership

Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, a superintendent must be able to "reculture" the district, if needed, to align with the district's goal of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

Table 10. Standard 3: Cultural Leadership

Elements of Superintendent Standard 3	2010 TWC Survey Questions Relevant to Standard
a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.	2.1b, 2.2b, 2.4b, 2.4c, 4.1b, 6.1a, 6.1b, 6.1c, 6.4b, 7.1b, 7.1c, 7.2d, 7.2g, 8.4c, 9.1d
b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture and performance of the district.	4.1b, 6.1b, 6.3g, 6.3h, 7.1g, 7.1k, 8.4h, 8.4i
c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture and performance.	4.1b, 5.1e, 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.1g, 6.2, 6.3, 6.4a, 6.4b, 6.4c, 6.4d, 7.1b, 7.1c, 7.1d, 7.1j, 7.2a, 7.2d, 7.2e, 7.2g, 7.3e, 8.4c, 9.1f, 9.1g, 9.1h

Standard 4: Human Resource Leadership

Superintendents ensure that the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Table 11. Standard 4: Human Resource Leadership

Elements of Superintendent Standard 4	2010 TWC Survey Questions Relevant to Standard
a. Professional Development/Learning Communities: The superintendent ensures that the district is a professional learning community.	2.1b, 2.2b, 2.2h, 2.2k, 2.4b, 2.4d, 2.6a, 3.1g, 6.1b, 6.1e, 6.2a, 6.2b, 6.2c, 6.2d, 6.3b, 6.3c, 6.3d, 6.4b, 6.4d, 8.1, 8.2, 8.3, 8.4, 9.1c, 9.1d, 9.1e, 9.1f, 9.1h
b. Recruiting, Hiring, Placing and Mentoring of staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.	3.2a, 3.2b, 3.2c, 6.2g, 6.3f, 6.3h, 7.3i, 8.1e, 8.4g, 9.1e, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6
c. Teacher and Staff Evaluation: The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.	2.6b, 2.6e, 3.2b, 6.3g, 6.3h, 7.1g, 7.1h, 7.1i, 8.4h, 8.4i

Standard 5: Managerial Leadership

Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st Century needs of the district.

Table 12. Standard 5: Managerial Leadership

Elements of Superintendent Standard 5	2010 TWC Survey Questions Relevant to Standard
a. School Resources and Budget: The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.	2.4a, 2.4d, 3.1e, 3.1f, 3.1g, 3.1h, 3.2a, 3.2c, 3.2e, 3.2f, 6.2f, 6.3k, 6.3l, 6.4e, 8.4e
b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.	2.6e, 5.1e, 6.1e, 6.1f, 6.4c, 6.4d, 7.1c, 7.1d, 7.2a, 7.2d, 7.2e, 8.4i
c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.	2.2f, 2.6g, 3.1c, 4.1b, 4.1d, 4.1e, 7.1h, 8.1k, 8.4k
d. School Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules and procedures for students and staff.	3.1h, 5.1a, 5.1b, 5.1c, 5.1d, 5.1f, 5.1g, 6.1e, 6.2e, 6.3i, 6.3j, 6.4a, 6.4d, 6.4e, 7.2b, 8.4c, 8.4f

Standard 6: External Development Leadership

A superintendent, in concert with the local board of education, designs structures and processes that result in broader community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance and good will.

Table 13. Standard 6: External Development Leadership

Elements of Superintendent Standard 6	2010 TWC Survey Questions Relevant to Standard
a. Parent and Community Involvement and Outreach: The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.	2.2f, 2.6g, 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g, 4.1h, 7.2a, 7.3f, 8.4k
b. Federal, State and District Mandates: The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.	2.2i, 2.2j, 3.2b, 9.1a

Standard 7: Micro-political Leadership

The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success.

Table 14. Standard 7: Micro-political Leadership

Elements of Superintendent Standard 7	2010 TWC Survey Questions Relevant to Standard
School Executive Micro-political Leadership: The superintendent develops systems and relationship to leverage staff expertise and influence in order to influence the district's identity, culture and performance.	2.2f, 2.6g, 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g, 4.1h, 7.1d, 7.2a, 7.3g, 8.4k

Utilizing the 2010 NC Teacher Working Conditions Survey Results as an Artifact in the NC Teacher Evaluation Process

While the NCTWC Survey is not as obviously aligned with the Teacher Evaluation Process, it provides critical data about the context in which teachers work. For teachers to be effective, they need to work in schools designed for their success. Students are more likely to learn and teachers stay in school environments that maximize the potential for educators to do their best work.

- If teachers are not in control of what they teach, how they teach and when they teach, evaluations should include a review of grade/content or school-wide instructional approaches as well as individual results.
- Necessary instructional supports through professional learning communities and ongoing professional development is necessary for all teachers to have the greatest likelihood of success. New teachers need mentors who meet with them frequently to assess instructional practices and student results.

These data should not be used as an excuse for poor instructional performance, but viewed as a way to consider whether a teacher has been given every opportunity to succeed.

The NCTWC Survey provides critical information for school and district leaders to better understand the results of teacher evaluations. But unlike the Principal and Superintendent Evaluation Processes, the Teacher Evaluation Process does not suggest using the NCTWC Survey as a data artifact for any of the self assessments and observations. Only on the first standard is the NCTWC Survey listed as an artifact, and only on participation rates. Given that the data is about teachers generally, and not individual educators, this is understandable. However, there is essential information for teachers and school leaders to consider. So rather than cross-walk the NCTWC Survey to each standard and element, the New Teacher Center assessed the standards and rubrics and offers some guidance on questions from the NCTWC Survey that may illuminate the context in which teachers work and therefore provide valuable data for self reflection to the state's teachers.

Standard 1: Teachers demonstrate leadership.

North Carolina teachers are expected to be leaders in their classroom, their school and the teaching profession. Several areas of the NCTWC Survey can assist teachers as they reflect on their own leadership activities:

The NCTWC Survey provides critical information for school and district leaders to better understand the results of teacher evaluations.

- In demonstrating classroom leadership, teachers are expected to provide evidence of data driven instruction, a safe and orderly classroom, and an environment that empowers students. The Instructional Practices and Support section of the survey provides helpful information on the availability of assessment data (9.1a, 9.1b) and whether peers report that teachers in the school utilize data to inform instruction (9.1c). Additionally, the Managing Student Conduct section provides valuable information about student conduct policies and the consistency of efforts to maintain discipline (5.1c-f).
- The ability to be a school leader is influenced by the structures and supports in place within the school. The Teacher Leadership section of the survey provides data on whether teachers are encouraged to participate in leadership roles (6.1d), whether processes are in place that allow for effective problem solving (6.1e-f) and the role teachers play in a variety of classroom and school decisions (6.2). The extent to which professional learning communities are available (9.1d), their effectiveness (9.1e) and the autonomy of teachers to try new things (9.1f, 9.1h) need to be in place for teachers to be rated proficient or above on the element of the standard.
- To participate in leadership activities in the profession requires not only strong relationships with colleagues but time to work collaboratively (2.1b, 2.2b) and effective decision making processes (6.1e) that promote professional growth.

Standard 2: Teachers establish a respectful environment for a diverse population of students.

Teachers are to ensure children have positive relationships with caring adults in classrooms and schools that embrace diversity and provide a full range of learning support.

Teachers' ability to create nurturing environments hinges on establishing safe and orderly classrooms.

- Teachers' ability to create nurturing environments hinges on establishing safe and orderly classrooms. Survey data on teachers' ability to shape discipline policy (6.2e), educators' ability and willingness to enforce policies and rules (5.1c-f) influence students' behavior (5.1a-b) and teacher results.
- Displaying diverse cultures requires appropriate and relevant instructional materials (3.1a), instructional technology (3.1b) and the autonomy to integrate new materials into instructional practices (9.1h).
- Communication with parents and the community requires having non-instructional time available (2.1d, 2.2f) and a school-wide commitment to encouraging parent involvement (4.1b-h)

Standard 3: Teachers know the content they teach

North Carolina teachers are expected to teach to the Standard Course of Study and bring deep content knowledge to their classrooms. Particularly for those new to the state and profession, professional development and other instructional supports are essential for helping teachers move from proficient to distinguished along this standard. Teachers' access to data driven professional development (8.1c), that deepens content knowledge (8.1g) and is differentiated to meet their needs (8.1e) help improve teacher knowledge. Perceptions of whether professional development is effective (8.1l-m) and a priority (8.1a-b) in the school can shape how well teachers continually develop their content knowledge. New teachers need supports (11.1) and strong mentoring (11.2, 11.3) to help impart content knowledge. Additionally, teachers should be assigned to classes that match their content background (9.1.g).

North Carolina teachers are expected to teach to the Standard Course of Study and bring deep content knowledge to their classrooms.

Standard 4: Teachers facilitate learning for their students

Teachers need to plan instruction using a variety of methods to ensure that all students learn. Several critical working conditions document in the NCTWC Survey must be in place for teachers to succeed.

- Teachers need to be empowered to make decisions about their instructional practice (6.2a-c, 9.1f, 9.1h), with timely data about student learning (7.1f, 9.1a,b).
- Support through professional learning communities (8.1j, 9.1d,e) and data driven professional development (8.1a-c) that supports teachers' ability to differentiate instruction to diverse learners (8.1e-k) and improve student learning (8.1l, 8.1m). New teachers need mentoring to help develop and improve instruction (11.1, 11.2, 11.3).
- Time to plan (2.1d, 2.2a) and collaborate (2.1b, 2.2b) with minimal interruption (2.1c) and additional duties (2.1g) in class sizes allowing teachers to meet the needs of all students (2.1a) in order to focus on instruction (2.1f, 2.21-k).
- Teachers need to feel safe (5.1g) and have the support of administrators (5.1c-e) and their peers (5.1f) in creating environments conducive to teaching and learning (3.1h). Trust (7.1b) and feedback about instruction that supports continuous improvement (7.1g-i).
- Teachers need instructional materials (3.1a) and technology (3.1b, 3.1i, 8.3k) and a school environment that supports learning (3.1f-h).

Teachers should be encouraged to reflect on their own practice and need sufficient time, support and professional growth opportunities..

Standard 5: Teachers reflect on their practice

Teachers need to assess student performance, consider whether learning is happening and adapt their practices to best meet the needs of their students. Teachers should be encouraged to reflect on their own practice (8.1h) and need sufficient time (2.1a-g, 2.2a-k), support (4.1f-h, 6.1a, 7.1b-d) and professional growth opportunities (8.1a-m, 8.3a-k, 9.1a-h).

Conclusion

According to the Principal Evaluation Process Guide,

Public education's changed mission dictates the need for a new type of school leader—an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children.

The NCTWC Survey is an essential artifact to help all North Carolina educators assess whether these relationships and supports are in place and develop individual and school improvement goals to create the conditions so that all teachers can do their best work toward ensuring that every student in the state develops the 21st Century Skills they need to be successful.

The NCTWC Survey is an essential artifact to help all North Carolina educators assess whether these relationships and supports are in place.

About the New Teacher Center

The New Teacher Center is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, and research. Since 1998, the NTC has served over 49,000 teachers, 5,000 mentors, and touched millions of students across America.



Launching the Next Generation

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